Guided Practice Ideas

*Below is a compilation of guided practice strategies with descriptions of each idea. Many of the techniques are suited toward upper elementary and secondary ELA and social studies lessons. To see an example of guided practice in a secondary classroom, see the* ***video guide*** *in the linked resources.*

Reading comprehension

***Text-coding –*** teach students to focus and process what they read by creating a system of symbols to draw in the margins of what they are reading (examples: question marks for key words they don’t understand, check marks for topic sentences, squiggly underlining for important people, etc.).

***Margin notes –*** reading through a passage as a class, and pausing after each paragraph, and asking students questions about the main ideas from each paragraph, writing them in the margin.

***Effective highlighting –*** most students, when given a highlighter, will highlight nearly everything. Guided Practice could be teaching students strategies for highlighting the “right” information.

***All these strategies work well if the independent practice will be answering questions about a reading.]***

Writing

***Sentence completion –*** Give students the first or last half of a sentence, and have them write the rest.

***Tie together key words –*** give students a short list of key words, and have them work together to make it into a sentence that summarizes a major idea from the lesson.

***Multiple choice –*** show students writing samples of varying quality, and have them criticize each and explain why one is better than the others.

***Bingo-Bango-Bongo –*** a twist on the idea of the five paragraph essay. When my students write paragraphs, they write 5 sentence paragraphs: Introduction, Bingo, Bango, Bongo (at least 3 supporting details) and a conclusion.

***All these strategies work well if the independent practice will be answering questions in complete sentences, writing persuasively, writing an opinion, or writing a summary.***

Interpreting graphs, charts, and maps

***Create a graph –*** use a very simple data table and have students draw bar, line, and pie graphs using the information. Knowing how graphs and tables are constructed often helps them interpret their meaning.

***Multiple choice –*** present students with data in a graph or chart, and present them with four conclusions. Have students choose which conclusion can be supported with the data and which conclusions are incorrect.

***For maps*** -- largely depends on the objective, but guided practice can involve explaining how to use the legend and how to draw appropriate conclusions using the map.

***All these strategies work well if the independent practice will be answering questions about graphs/charts, predicting patterns, or drawing conclusions.***

Analyzing visuals and quotes

***SOAPS –*** The Guided Practice could be going through these five questions as a class as students look at a picture or after reading a quotation (S = Who is the **s**peaker (or artist or writer)? O = What is the **o**ccasion for speaking? A = Who is the **a**udience? P = What is the speaker’s **p**urpose for speaking? S = What is the **s**ignificance of the quote?).

***APPARTS –*** a more in-depth version of SOAPS. A = Author, P = Place and Time, P = Prior knowledge (what do the students already know about this person and the historical situation), A = Audience, R = Reason for speaking/writing, T = The Main Idea, S = Significance.

***RATM –*** My personal favorite, I make my kids do this for every quote on the TAKS test, it’s the short version of APPARTS, and I let them listen to Rage Against the Machine (RATM) during independent practice time when we do this.

**A**uthor – write notes to the side about what you already know about the author

**T**ime and Place – write notes to the side about what you already know about this year and location

**M**ain Point – underline hints, stuff you understand, and don’t worry about what you don’t understand

**R**eason – Why did the author write this?

***These work well as Guided Practice and Independent Practice activities. You might guide them through an example quote and let them analyze a second quote on their own.***

Summarizing

***Class Critique –*** After INM, create a few good and bad examples of summaries of the day’s lesson. Have the class point out problems and things that are unclear in the bad summaries, and pick out which summaries are good and why.

***Comic Strips –*** Show students a series of googled images that symbolize the main points of the INM. Have students re-tell what they have just learned as you go through the pictures.

***These work well if your independent practice will be writing a summary or drawing a summary of information learned or read during class.***

Chronology

***Cause and Effect –*** show students a series of cause and effect relationships of increasing complexity (i.e. Cause: my alarm didn’t go off, Effect: I missed the bus…Cause: Parliament placed excessive taxes on imports, Effect: Colonists boycotted British goods).

***Visual Timelines –*** Draw pictures of historical events on several sheets of paper, hand out the pictures to students, and have them place pictures in the correct order on a timeline drawn on the chalkboard.

***Dateless timelines –*** It is more important for students to understand how one event leads to another than for them to memorize dates, so I often review a long chain of events that we have studied over a period of several lessons by guiding students to logically construct a timeline, giving them only the first and last event.

These work well if you want students to demonstrate their understanding of the big picture, and is especially useful when approaching a cumulative exam.

**Additional Strategies**

Create a puzzle for students to put together

Foldables

Think-write-pair-share

Inner circle/ Outer circle

Group work with designated roles (scribe, illustrator, presenter)

I am poems

Songs, rhymes, raps

Illustrate notes

Jigsaw activities

Graphic Organizer

Visual Graphic Organizer

Read/annotate a related source

Rally Coach

Chalk Talk- Put examples/categories around the room (on chart paper) and have students add comments

Sensory People- Have a picture of a person with comments like “I see…I feel…I smell…I touch…I taste” and use it for climate regions

Create an illustrated map

Illustrated Timeline

Passing notes back and forth to create a dialogue

Interview each other

Role Play

Use strips of paper to separate items into categories

Fingers- Students answer silently using only fingers

Critique an example